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ABSTRACT

The content of this work is based upon the proceedings and outcomes of the Workshop on Multicultural Education held in the State of Washington. This workshop was designed to present critical substantive material, examine the decision making process of the schools, and identify and teach skills and techniques for inservice staff training. The advantages of cultural diversity and the crucial role of educators in imparting the values and diversity implied by cultural pluralism were stressed throughout the workshop. Administrative decisions, educational planning, and accountability issues were addressed in the context of designing multicultural education programs. The primary goal of inservice programs was identified as increased personal awareness and sensitivity. Cultural influences on teaching and learning styles were discussed in terms of their effect on reaching this goal. An annotated bibliography of works on multicultural education as well as samples of biocognitive measurement instruments, are included.
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EDUCATION FOR ETHNIC AND RACIAL DIVERSITY

BY

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AND

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Preface

This publication was prepared by Pacific Management Systems from material developed for a workshop in Multicultural Education. The workshop was sponsored by the Far West Teacher Corps Network, which included participants from Alaska, Washington, Oregon, Idaho, Arizona, Nevada, Hawaii, Guam and Ponape, Micronesia.

The workshop was directed by Dr. Price M. Cobbs, Senior Partner of PMS. Assistant Director was Ms. Diane K. Winokur. Major presentations were made by Mr. Jacob Perea, San Francisco State University and Ms. Jean Wadley, Stockton Unified School District.

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Bellingham, Washington
June, 1977

Education For Ethnic And Racial Diversity

Introduction

Dean Henry Rosovsky, in his 1976 report to the President of Harvard University, articulated his perception of an educated person. High among his criteria is his belief that:

. . . an educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world or the historical forces that have shaped the present and will shape the future. Perhaps few educated people will ever possess a sufficiently broad perspective. But it seems clear to me that a crucial difference between the educated and the uneducated is the extent to which one's life experience is viewed in wider contexts.

It is clear then that Teacher Corps projects, with their high priority for multicultural education, are a major force in helping to create a population of educated Americans. Multicultural education dictates a process of curriculum reform; the result will be a revised curriculum, based on new assumptions and new perspectives, which will help students and teachers gain wider views of the American experience and a contemporary conception of what it means to be an American.

A Workshop on Multicultural Education, sponsored by the Far West Teacher Corps Network and conducted by Pacific Management Systems, was convened as a forum for the in-depth examination of the issues and challenges implicit in this process.

The Workshop was designed to do the following:

1. Present critical substantive material on the issues of multicultural education;
2. Examine the decision-making process of the schools in relation to its effect on multicultural education;
3. Identify and teach skills and techniques for staff in-service training in multicultural education.

The Workshop participants represented a variety of role functions and came from all the Network projects. Their project constituencies reflected the broad range of cultural and ethnic groups found in contemporary American society.

The content of this manuscript is based on the proceedings and outcomes of the Workshop described above.

Chapter One

Diversity And The Education Process

Multicultural Education – A Shared Reality

A search of the literature – or even day-to-day observation – reveals that most programs designed to teach “multicultural education” have similarly stated long-range goals. However, in actuality the specific goals of the programs are often not reached because of either a lack of recognition or definition of the concepts around which curricula are planned, materials written, and training conducted.

The term “multicultural education” and the wide range of programs developed under this rubric did not evolve through a process of research, experimentation, and philosophic definition. Rather, it came into use in an effort to describe categorically an undefined process whose objectives were to respond to the social reform pressures of the time. Thus, the historical derivation of multicultural education lies within the context of the 60's and the college and university development of Black Studies curricula along with courses which examined the history, culture, and experience of other ethnic minorities in America.

Anthropologically, multicultural education suggests courses of study designed to impact knowledge about different cultural groups within a society. While few people would deny the worth of such knowledge, educators must understand and avoid certain traps. The term “multicultural education”, whether by intent or usage, reduces the volatility and emotion associated with Black, Chicano, Asian or Native-American studies. At the same time, “multicultural” implies that intergroup problems in American society are primarily cultural rather than racial, and thereby, encourages a broadening of meaning of a cultural group.

Culture in its contemporary usage now includes a variety of groups to be studied, e.g. gays, the handicapped and mentally ill, and other groups defining themselves as culturally different. If curricula are based on this broadened definition, then non-ethnic culture groups are treated within the same context as ethnic groups. This can have an adverse effect on all groups because:

1. The problems of ethnic minorities in this society are unique in our contemporary and historical experience.
2. Although American ethnic minorities and other oppressed groups have had some parallel experiences, their histories and current concerns are diverse. The task of designing programs to respond to all of these differences is a considerable challenge. To lump them all together, dysfunctionally complicates the task.
3. Programs that attempt to change attitudes, increase awareness, and examine assumptions around race tend to become blunted as the focus broadens.

It is essential, then, that each program in multicultural education establish a clear identity. This implies the need to:

- sharply define the focus of the program
- design teaching strategies around the definition
- plan in-service training to achieve the defined goal
- identify, develop, and use materials that contribute to cognitive development related to the purposes of the program
- examine assumptions and increase awareness around the issues that have been defined.

All the role groups who will work with the program should participate in defining its parameters. In an area as sensitive and as emotionally charged as race and ethnicity, it is critical that the total education team share the same reality around focus, goals, and objectives.

Issues for In-Service Education

The process of modifying the school curriculum to include ethnic content provides an exciting challenge to in-service education and a unique opportunity to re-examine the assumptions, purposes, and nature of the curriculum. The following guidelines should prove helpful:

1. Recognition of and attention to diversity must be viewed as a total approach. Ethnic studies should not be an addition to the curriculum, limited to specialized courses. All students,

regardless of their race, ethnicity, or social class, should study the roles that ethnicity and racial conflict have played in shaping the American experience.

2. Conceptualizing ethnic studies as exclusively the study of non-white ethnic groups promotes a kind of "we-they" attitude among many white students and teachers. This, in turn, reinforces the superiority/inferiority paradigm which has become inherent in many school programs designed to respond to racial diversity.
3. Too often, ethnic content stresses the mastery of facts rather than concepts and generalizations. The focus should be on the highest levels of the cognitive taxonomy — such skills as value analysis, synthesizing concepts, and decision making.
4. Ethnic content can be used as the means to help students understand other cognitive material, such as: analysis of political movements, the problems of developing nations, and historic perspective on immigration in America.
5. By the nature of human sociology, people tend to learn primarily about their own cultures and to assume that their lifestyles are the only acceptable ones. We need to teach that there is a rich variety of cultural and ethnic alternatives within our society.
6. To obtain social and economic mobility, ethnic minorities are forced to become bi-cultural and bi-ethnic. The process for reconciling and balancing this dual role should begin in elementary school. It should include strategies to inculcate values and behaviors necessary for success within the dominant culture, while supporting and encouraging each child's security within and respect for his own sub-culture.
7. There is an ever-present danger of viewing ethnic minority students as deficit models. What they bring — the raw material of a particular culture, lifestyle, language, and learning mode — is judged as exotic, inferior, or deficient. They are placed within extreme categories on a success-failure model. As a result, diversity is blunted rather than encouraged.
8. It is not possible to design and implement successful multi-

cultural programs without first going through a process of personal growth and development. In-service programs should provide experiences involving staff in interpersonal, interactive communication around racial attitudes and the relationship of these attitudes to classroom behavior and curriculum development.

9. Educators, at all levels, need to become involved in an active and personal examination of their stereotypes, negative assumptions, and monocultural orientation. The process should be nurturing rather than threatening; it should be active rather than passive. It should lead to new insights, knowledge, and appreciation.
10. In-service programs in multicultural education provide a rare opportunity to re-examine the foundations, purposes, and nature of the curriculum. The challenge is to meet the urgency of the task within a framework of carefully delineated and measureable objectives.

The Mission of Multicultural Education

The schools have been the change agents of society throughout our history. They were viewed as the force for "melting the contents of the pot" as America attempted to absorb the immigrants of the previous century. The political power groups of those times feared a divisively polyglot culture and charged the schools with creating citizens with common "American" ideals. These "ideals" were Anglo-Saxon in origin. To the immigrant willing to relinquish original ethnical or cultural identities, and conform to customs and ways of life extant in his new home, mobility and acceptance were possible. However, not all persons who emigrated to America were willing to merge together and form one new identity. Moreover, there were some new citizens for whom the invitation to join the mainstream was never extended. These are the racial minorities of our population.

The present challenge is to work within an institution whose tradition, programs, leaders, and charge represent a honing of the "assimilationist" ideology. This means a rigorous examination of philosophy and a redefinition

of what the common American culture actually is. We must make sure that our new conceptualization is broad enough to reflect the contemporary social realities within this nation and that we are not perpetuating some mythical and idealized view of American life and culture.

Educators, especially those with professional responsibility for pre-service and in-service teacher training, are in the center of a series of concentric circles. From them, change can reach out to their colleagues, and in turn, will influence the training and retraining of teachers, supervisors, and administrators. The inevitable result will be a healthier and higher level of personal and intellectual development for the coming generations of children. The ultimate impact will be felt in all institutions of our society — educational, political, corporate. For we have never fully realized the positive effects that can occur from the diverse nature of our society.

As a nation we are now committed to a policy of cultural pluralism. Organizations that have learned how to value and utilize the diversity of energies, ideas, and forces which this implies will be at the cutting edge of the new social and economic opportunities of our times. As a profession, educators must view themselves as catalysts in this change.

Chapter Two

Managing Multicultural Education

Administrative Decisions and the Quality of Education

The quality of education, especially the quality of multicultural education, is affected by even the most routine administrative decisions. Therefore, it is essential that in-service programs provide training in appropriate management skills. Every role group in the education team carries some facets of responsibility and accountability regarding multicultural education. There is a core of managerial behaviors which is basic to all of these roles. In this section, the building principal is used as one management model. The managerial skills that are identified for this position, however, can be appropriately applied to other role groups.

The building principal is the educational leader at the school site. He/she establishes the climate of the school and determines the success or failure of any program within the school.

Many principals seek to diminish these aspects of their role by, in effect, abdicating their decision-making power to a variety of pressure groups — senior administrators, board members, parents, teacher groups, etc. Being a strong, active principal is not an easy task, and the realities of the role include the need to respond to many constituencies. Pressure from these constituencies becomes greater and the issues develop more heatedly when programs about race and ethnicity are involved. Still, the challenge for leadership does rest with the principal.

It will be helpful to establish some foundation from which principals can develop a model for managing multicultural education programs. The following are key elements in such a model:

Commitment — The principal's understanding of and participation in multicultural programs and his/her willingness to demonstrate a commitment to all school personnel is essential for program success.

Awareness — Increased personal awareness and perceptivity around racial issues is central to the effective management of multicultural education programs.

Conceptualizing strategies — Existing programs and new programs should be carefully examined and evaluated. New concepts and new skills for implementing them are necessary to achieve curriculum reform.

The following checklist is intended to serve as a stimulus for the formation of individual management plans and for the identification of needed skills and resources:

1. Set program goals and time-tables to meet the goals;
2. Establish points of responsibility and accountability and effective systems for monitoring performance;
3. Identify personal and organizational behaviors that impede progress towards achieving goals;
4. Motivate and direct staff to increase their awareness and to change negative attitudes and behaviors;
5. Marshal and direct money, time, and personnel to respond to the needs of the program;
6. Seek to educate all elements of the school community (to insure support of the program);
7. Invite, direct, and support a continuing examination of school curricula, materials, and teaching strategies;
8. Encourage and assist constructive efforts to experiment, to innovate, and to change;
9. Define critical indicators of progress towards achieving goals;
10. Supervise and evaluate the performance of faculties and staff; establish patterns of accountability for reaching goals in multicultural education.

Early identification of barriers is a high priority task in establishing multicultural education programs. Educational barriers might include: the lack of minority staff models for students to identify with; tracking or ability grouping systems which racially segregate classes or reinforce stereotypes; negative attitudes of teachers; low minority parent participation; inequitable disciplinary procedures.

Seminars, workshops, college course work, and other kinds of in-service

training are well established in most school systems. In-service education for multicultural education, however, requires a quality of personal involvement and active participation. The principal as education leader can motivate and encourage staff by identifying and developing meaningful in-service experiences. It may be necessary to start with a small nucleus of committed and interested faculty. You cannot order people to change their attitudes. But through continued exposure, visible top-level commitment, and enforced accountability for goal achievement, positive changes will occur.

Allocation of money, time, personnel, and other resources should reflect the high-priority status of the program. Beyond this, utilization of resources should be monitored. Are materials being effectively utilized? Have existing curricula been appropriately revised? Are there procedures for continually examining, identifying, and evaluating the cost items of the program?

What are some checkpoints in assessing the multicultural climate of a school?

- Are students segregated within an integrated classroom setting (home economics stations, industrial arts classes, sports teams)?
- Are some classes traditionally all-white or all-minority? What is the comparative level of difficulty of these classes?
- Does student government reflect the racial mixture of the school? Do the athletic teams? Do other extra-curricular clubs and activities?
- Are there opportunities for interaction of parents and staff on intellectual as well as social basis?
- How is parent input solicited, encouraged, and utilized?
- Are there glaring discrepancies in grading? Are there implications of double standards?
- Are discipline methods equitable? Who gets disciplined? Suspended? What is a "disciplinary problem?"

The role of the principal as manager is diverse and ambiguous. Principals are heads of discrete and visible units — school buildings. They have ultimate responsibility for all personnel and programs within those buildings. However, unlike similar positions on corporate organization charts, the principal has little official policy-making power or independent fiscal resources. As a result, many principals abdicate the role of educational leader and limit their zones

of authority. They tend to concentrate on matters of record-keeping, fiscal management, personnel assignment, etc. Managing the instructional process of the school is not always included. Demonstrating commitment to and requiring accountability for performance in relation to specific instructional and behavioral goals is an appropriate administrative function and it can be an exciting one as well. The potential in terms of growth, development, and academic achievement for principals, teachers, and students has been barely tapped.

Managing Project Responsibilities

The breadth and complexity of the task of designing in-service programs for multicultural education make imperative the development and utilization of management skills.

Figure 1 is a management model that can be useful in conceptualizing the process.

The four boxes represent critical points in the progression towards defining and achieving goals. The process applies to all segments of the education team. Indeed, it is interesting to project an image of the overlap and interaction of a large series of instructional management models representing a variety of levels and of goals.

Priority Setting

Very often educators are put in the position of having to produce a program. "Teach multicultural education" might well be an example. No such assignment can be carried out globally; it must be broken down into workable segments. All segments cannot be accomplished simultaneously nor should equal amounts of time and energy be allocated to each of the segments.

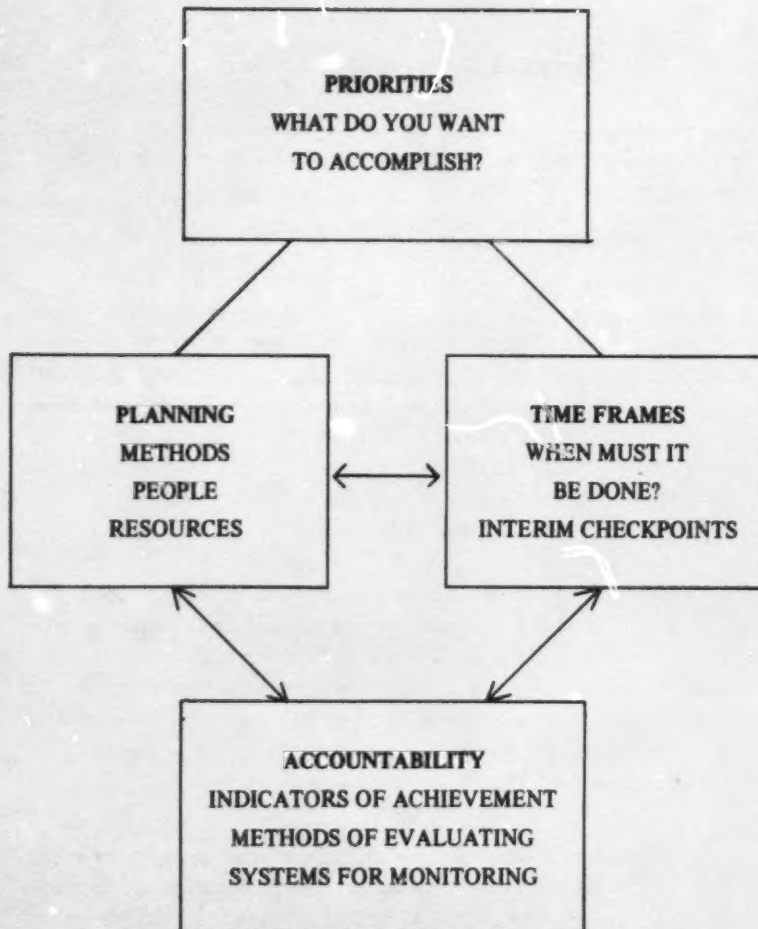
Priority setting is an effective way to select targets and to decide which one will be tackled first. The following suggestions will help in setting priorities:

First, review the entire task in terms of what facts, information, and resources are available and what level of control and responsibility you have. Gain agreement and support for your goals.

Second, identify segments or units of the task.

Figure 1.

MANAGEMENT MODEL



Third, make decisions about the relative urgency of each unit and also the relationship among the units. Ask such questions as, "How urgent is this step? How much impact will it have? What other steps depend on its accomplishment?"

Fourth, the priorities that are set should never be considered unchangeable. As the process of establishing priorities goes on, modifications and rearrangements will be made to respond to the realities of the situation.

Planning

Planning is determining what work must be done and how to get it done. It is, in effect, laying out the route you are going to follow in order to accomplish your objective. The procedure allows you to evaluate the various methods by which you might work towards your objective **before** you commit yourself to action. Here are a few approaches you might incorporate into your planning strategies.

1. **Sequential.** Certain activities, especially in education, automatically fall in line sequentially so that each step is dependent on the successful completion of the one preceeding it.
2. **Conserving resources.** Two or more steps can be grouped together -- such as doing all library research at the same time.
3. **Personnel availability.** Steps that relate to the activity of an outside consultant or specialist may have to be adjusted to fit his/her availability.
4. **Resources availability.** Planning will be affected by fiscal realities and by the availability of equipment and other materials.
5. **Political factors.** The influence of key individuals (administrators, parents, board members, etc.) cannot be overlooked as possible factors in planning considerations.
6. **Special events.** Board meetings, open houses, and professional conferences are examples of special events that might influence the planning process.

Time Frames

Interwoven through priority setting and planning is consideration of time requirements and deadlines. The completion of each step must be timed to ensure the satisfactory completion of the objective. For most steps, the designation of a particular time block is essential if the objective is to be satisfactorily accomplished. The discipline of a deadline is an incentive and a motivator.

Establishing time frames involves:

1. Breaking each step down into a series of milestones or check points.
2. Estimating the time required to complete each step.
3. Determining which steps must be done in sequence and which ones are independent of each other.

Many factors will have an influence on your time frames:

1. **External deadlines.** If you have been directed to complete the task by a fixed time, that is the most influential factor in your time frame.
2. **Assigned work.** You may have conflicts with other equally or more important objectives or with on-going tasks that cannot be interrupted.
3. **Holidays, vacations, minimum days, etc.**
4. **Availability of money, materials, and personnel.**

Accountability

Accountability involves evaluating, monitoring, counseling, and adjusting. It implies that individuals are viewed as responsible for achieving the goals of a program.

In order to measure performance in relation to a specific goal, it is necessary to establish standards. Our entire lives are built around standards of one sort or another. Relative performance in everything we do is determined by accepted standards which are applied to us or which we apply to others — school grades, sports achievements, income levels, test scores, etc. Perfor-

mance standards give us a clear way of knowing to what extent we are achieving our objectives. Standards serve other important purposes too. Potential benefits include:

1. Incentives for individual improvement;
2. Incentives for institutional improvement;
3. Incentives for experimentation and innovation;
4. Means of self-measurement and correction;
5. Means of interpretation of performance to others;
6. Incentives and means for continuous and consistent re-evaluation of methods and results.

The objectives and goals of a multicultural curriculum require participation up and down the entire hierarchy of the school administration. It is neither realistic nor fair for any segments of the education team to be expected to meet performance standards that they do not understand or are unwilling to accept.

The most critical factor in achieving educational goals in the sensitive areas of race, culture, and ethnicity is the attitude of the evaluator. It must be unequivocally established that performance in the area of multicultural programs, including sensitivity to differences in race and culture and personal growth in awareness and knowledge, are to be an integral part of total performance evaluation.

The management model is an evolving, interacting process. The impact of one element on another will cause change and movement. Response to events, opportunities, and challenges will require revision and adjustment of the program. These things will occur in planned or unplanned fashion. Managing change is more effective than reacting to crises. Although educators do not traditionally view themselves as managers, they are involved in complex managerial situations every day. An important component of in-service programs must be skill-building in the discipline of planning, controlling, and directing one's professional activities.

Chapter Three

In-service Training For Multicultural Education

This section will discuss some suggested strategies for in-service programs in multicultural education. The bibliographies represent a compendium of information which will be helpful in designing programs at several levels.

Term Definition and Usage

Chapter I of this publication discussed the importance of establishing a shared reality with respect to the concepts of multicultural education. In order to discuss these concepts, the educational team must examine the vocabulary it will use and come to group consensus on the definition of important terms. The process of discussing and defining the terms is itself a means for raising awareness, establishing trust, and diminishing anxiety. The group's initial definitions are not final. As new knowledge and awareness develop during participation in the program, definitions will change. It is important to monitor the changing usage of the terms and to revise the definitions at appropriate intervals.

A helpful technique is to develop a glossary to which words may be added and definitions up-dated. This technique is adaptable for use in a variety of groups — students, parents, teachers, administrators, etc.

The group should be involved in identifying terms to be discussed. The following list represents words which most groups have included and which can be considered a core of critical terms:

Advocacy	Identity
Assimilation	Integration
Attitudes	Minority
Behavior	Monocultural
Culture	Multicultural
Cultural Pluralism	Race
Desegregation	Racism
Discrimination	Stereotype
Ethnic	Value

It should be noted that, although the groups will be "defining" the terms, the task is not one of dictionary-type analysis. Rather it is a process for examining and understanding concepts.

Cultural Styles of Teaching and Learning

Teaching style is directly influenced by the cultural orientation of the teacher. Learning style is also closely linked to the culture of the student. Learning style is related to teaching style.

In-service programs aimed at helping teachers increase their skills in multicultural settings should seek to develop an awareness of the role of the cultural component in the teaching-learning process. The concept of bi-cognitive development proposed by Castaneda and Gray has been an effective strategy for use in multicultural-focused workshops and seminars.

The objectives of these in-service experiences would be:

1. To guide the participants to greater understanding of self;
2. To introduce the concept of cultural styles of teaching;
3. To introduce the concept of the child as a cultural learner.

Castaneda and Gray have based their concept of bi-cognition on the following set of assumptions:

1. Public education tends to favor a teaching style that is more appropriate to one cognitive style than the other.
2. Many children from ethnic minorities come from homes that tend to teach in a style more appropriate to only one cognitive mode.
3. Equal educational opportunity is denied when educational practice and policy favor one teaching and cognitive style over the other.

Bi-cognitive development involves two modes of perception — "field independent" and "field sensitive." Briefly, in the field independent mode of perception the person is able to perceive items as discrete from the total field; in the field sensitive mode, organization of the field as a whole dominates perception of its parts.

Observation instruments such as the ones in the Appendix may be used to guide participants in an examination of their own styles. People will cluster

Castaneda, Alfredo & T. Gray. "Bi-Cognitive Processes in Multicultural Education." Unpublished article.

at either end and around the middle. Wherever you are on the continuum controls how you perceive the other positions.

The first awareness in multicultural education is within the individual. Then the process of learning to cross over can begin. An important developmental step is the awareness of where individual children are on the learning continuum and how the teaching style and learning style complement and conflict with each other. An important educational goal is to help children develop competency in both cognitive styles.

Learning Styles

Field Sensitive	Field Independent
1. Does best on verbal tasks of intelligence tests.	1. Does best on analytical tasks.
2. Sensitive to the opinions of others.	2. Performance not greatly affected by the opinions of others.
3. Performance better when authority figure expresses confidence in ability.	3. Prefers to work independently.
4. Learn more easily materials that have human aspects; learn by fantasy and humor.	4. Learns more easily materials that have human aspects: learns by fantasy and humor.

Teaching Styles

Field Sensitive	Field Independent
1. Displays physical and verbal expressions of approval and warmth.	1. Maintains formal relationships with students.
2. Expresses confidence in child's ability to succeed.	2. Encourages independent student achievement.
3. Encourages learning through modeling; asks children to imitate.	3. Encourages task orientation.
4. Emphasizes global aspects of concepts.	4. Focuses on details of curriculum materials.
5. Personalizes and humanizes curriculum.	5. Emphasizes facts and principles, inductive learning and discovery approach.

Self-Awareness

Throughout this publication the primary goal of in-service programs for multicultural education has been identified as increased personal awareness and sensitivity. This has been described as an active process to be supported and encouraged in a non-threatening climate.

There is a wide variety of materials that in-service program directors can use in their work with teacher groups. (see Appendix)

Some components that are usually incorporated into effective programs are:

1. The establishment of a commitment to honesty and openness;
2. An agreement to maintain confidentiality about the discussions;
3. Inclusion of content which frames the issues and which leads to cooperative efforts to examine biases, prejudices, and stereotypes;
4. Use of strategies for viewing members of ethnic groups among the participants as resources.

Chapter Four

Conclusion

Public schools are frequently torn between two poles. As the purveyor of the nation's cultural heritage, they are inevitably conservative; but as a potential instrument of social betterment, they are under constant pressure to improve the society around them.

As school districts move to develop and incorporate concepts of cultural pluralism into the curriculum, the need to examine the philosophic bases of existing and proposed programs becomes critical. Because education is so central to American society, the political, social, and economic forces that shape society as a whole have molded the schools. Educational institutions reflect the community of which they are a part.

Multicultural education implies an acceptance of diversity. For most of this century, the schools have been viewed as the means of "Americanizing" those who are different and of maintaining the principles of democracy. Now society is beginning to develop a contemporary definition of "American" and to redress the undemocratic practices of the past.

A major theme of this publication has been the exhortation to educators to view multicultural education as a fundamental and broad-based philosophic departure from current programs. Multicultural education is not a subject to be taught or studied as a discrete curriculum unit. It represents the cutting edge of societal change.

The task for educational leaders then is two-fold. They must perform the essentially conservative function of introducing the next generation to the system and values of the present one, and they must also operate as a force in generating new values for a changing system.

Lawrence Cremin of Teachers College, Columbia University described the process:

In a democratic society, the schools must constantly exist in tension with the powers that be. They must confirm the order in which they exist, yet they must criticize it. Like churches and

the press, they cannot go too far, or society will kill them off. Yet if the tension disappears, we know that certain things will fail to happen that a free society desperately needs.

Heraclitus in 100 B.C. pondered the issue and concluded:

It's the tensions in life that offer the opportunities for the creative marshalling and release of energy.

**Education For Ethnic
And Racial Diversity**

APPENDIX

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- Curriculum Materials in Multicultural Education. ED 114378, 114379, 114380, 114381.
- Desegregation, Culturalism and Humanism. ED 125999
- Good Multi-Racial and Multi-Ethnic Inservice Programs for Urban Schools, ED 111887
- Intercultural Communication and Teacher Education. ED 111726
- Many People — Shared Dreams: A Curriculum Guide for Multi-Ethnic Studies ED 117033
- Model for Developing an Inservice Teacher Workshop to Help Multi-lingual and Multi-cultural Students. ED 120183
- Multicultural Education and Ethnic Studies in the U.S. An Analysis and Annotated Bibliography of Selected ERIC Documents. ED 120103
- Multi-Cultural Education: Perspective and Prospect. ED 103909
- Multi-Ethnic Approaches to Teaching. ED 115612
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- Roots of America; A Multiethnic Curriculum Resources Guide for 7, 8, 9 Grade Social Studies Teachers ED 115639
- Sifting and Winnowing: An Exploration of the Relationship Between Multi-Cultural Education and CBTE. ED 113316
- Utilizing Competency Based Teacher Education as a Means for Facilitating Cultural Pluralism in American Schools. ED 115613

Annotated Bibliography

This bibliography contains reference materials, texts, anthologies, collections of essays, articles, and papers which deal with, and generally support, multicultural education.

For the purpose of this bibliography, multicultural education is defined in accordance with the statement on multicultural education made by the American Association of Colleges for Teacher Education, adopted in November 1972, in an article titled, "No One Model American":

Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. . . Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended.¹

The material reviewed for this bibliography was chosen according to the following four prerequisites:

Does the material:

1. encourage cultural diversity and individual uniqueness?
2. encourage the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American economic and political life?
3. encourage the explorations in alternative and emerging life styles?
4. encourage the use of multicultural and multilingual concepts in the education system?²

In keeping with the statement by the AACTE and the prerequisites, material which deals specifically with only one ethnic group has not been included in this bibliography.

¹AACTE Statement on Multicultural Education. "No One Model American." *Journal of Teacher Education*. Vol. 24, No. 4; Winter 1973.

²*Ibid.*

The bibliography is divided into three main sections: (1) Background Reading, (2) Teacher Education, and (3) Methods and Materials. These sections are further divided as to whether the material is in book form, an ERIC document or an article in a journal.

The material in the book and ERIC subsections have been annotated; however, because some of the articles were not available and because of time limitations, the journal articles have not been annotated.

This bibliography has been prepared by Stephen Wallace, a graduate assistant in the Interdisciplinary Studies in Education Department, School of Education, San Francisco State University (Jacob Perea, Interim Chairman), under the direction of Dr. Robert Smith. It has been prepared primarily for the use of students and teachers in classes which deal with multicultural education, in one way or another.

While every attempt has been made to include all the material available in the field of multicultural education, it is possible that important works have been left out.

ERIC DOCUMENTS

ERIC is an acronym for Educational Resources Information Center and consists of 19 clearinghouses which deal with specific areas of education research. These clearinghouses collect unpublished research material from a number of varied sources, such as research institutes, colleges, etc.

The center then catalogues and abstracts the material in a publication called "Research in Education" which is published monthly, and is the guide for locating the material collected by the centers.

The publications contain the document resumes, author, subject, and institutional indexes, and the ED Accession Number which is then used to locate the document in the ERIC Microfiche Collection.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

This monthly publication, also a part of the ERIC system, locates articles in journals in education and catalogues and abstracts them in a manner similar to "Resources in Education." It is an excellent method for a quick location of journals and articles of interest.

Although its purpose is similar to the "Education Index" its abstracts make it useful for sorting articles whose titles seem important but whose content is not useful.

CIJE uses EJ as the prefix to the Accession Number to distinguish it from the ERIC documents.

To locate the articles you must go to the journals cited; there is no central collection of articles such as in the ERIC collection.

BOOKS

Abrahams, Roger D. and Rudolph C. Troike, eds. *Language and Cultural Diversity in American Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1972. 339 pp, Index.

This anthology of essays on the effects of language and cultural diversity on the educational systems of the United States is a useful book to begin the study of multilingual and multicultural education.

Since the book deals most specifically with language, it would probably have its greatest use in classrooms where multilingualism is the issue.

Brown, Ina C. *Understanding Other Cultures*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1963. 184 pp. Selected bib.; references related to the text.

Although somewhat general (with all the inherent problems associated with generalizations) this book does give the reader some perspective toward an understanding of the universals found in the human species.

This book is non-technological and parts could be used as source material for students of Jr. High and Secondary School reading ability.

The bibliography is rated as good, although it may be dated.

Epps, Edgar, ed. *Cultural Pluralism*. Berkeley, CA: McCutchan Publishing Corp. 1974. 104 pp.

An anthology of readings dealing with the role of the school in fostering cultural pluralism.

The most important contribution of this anthology is in the area of providing historical perspective in multiculturalism as it deals with immigrants

Friere, Paulo. *Pedagogy of the Oppressed*. New York: Herder and Herder. 1972. Translated from the original Portuguese, 1968. Table of contents with chapter summary. 186 pp.

A most powerful theory and philosophy of education for illiterate Third World people.

In this book Freire describes not only his theory and philosophy but also the radical transformation of the illiterate during the process of becoming literate.

This book is a must for any student of multicultural education.

Freire, Paulo. *Education for Critical Consciousness*. New York: Seabury Press 1973. Translated from original editions: *Educacao Como Practica da Liberdade*, and *Extension y Comunicacion*.

This book contains two essays, "Education as the Practice of Freedom," and "Extension or Communication," which grew out of Freire's work with illiterate adults in Brazil and his work in self-help agricultural extension in Chile.

In the first essay, Freire describes his method, and the process of adult literacy. In the second he describes the process of communication between technicians and peasants in agricultural reform.

Taken together, along with *Pedagogy of the Oppressed*, they form the basis of a new theory for cross-cultural education.

Hall, Edward T. *Beyond Culture*. Garden City, N.J.: Anchor Press. 1976. 256 pp. Bibliography. Index.

An interesting essay on culture and its place in the formation of attitudes, thoughts and feelings.

Through the use of stories and descriptions, the author describes the difficulties of intercultural associations.

Although the book can be slow reading, it is worth the effort as new ideas on self, culture and pluralism could result.

Herskovits, Frances. *Cultural Relativism: Perspective in Cultural Pluralism*. N.Y.: Random House, 1973. 273 pp.

A collection of 15 essays by Frances Herskovits on the role of anthropology: its uses and misuses. She also discusses the relationships between cultural diversity and world order.

Kallen, H.M. *Culture and Democracy in the United States*. New York: Bone and Lineright, 1924.

One of the first authors to discuss, in the open at least, the failure of the American idea of the melting pot.

His essay, "Democracy versus the Melting Pot," has been widely quoted in many books and articles dealing with multicultural education, and should be read.

Kimball, Solon T. *Culture and the Educative Process*. New York: Teachers College Press, 1974. 286 pp.

One of the few single author volumes on Anthropology and Education. Teachers may find it useful as background material.

A serious drawback of this book is that there is no useful bibliography.

Landes, Ruth. *Culture in American Education: Anthropological Approaches to minority and Dominant Groups in the Schools*. New York: John Wiley and Sons, Inc., 1965. 330 pp.

This book is a report of an experimental project utilizing Cultural Anthropology and its field methods in the training of teachers and social workers at Claremont College.

The book contains a great deal of anecdotal material about specific incidents of discriminations.

Lindquist, Harry, ed. *Education: Readings in the Process of Cultural Transmission*. Boston, Mass.: Houghton Mifflin Co., 1970. Section introductions.

This collection contains 16 essays on education in four different areas: Africa, Europe, Asia and the United States. The primary focus is on the educational process, both formal and informal, in these areas.

Although the selections do not deal with multicultural education, some of the articles, such as "Education for Self-Reliance," "The Warrior Drop-outs," and "Cherokee School Society and the Intercultural Classrooms," do give the student a "non-western" perspective toward the process of education.

The introduction to each section gives the reader an idea of the content of the articles, and their authors.

Locke, Alain and Bernahard J. Stern, eds. *When People Meet: A Study in Race and Culture Contacts*. New York: Hinds Hayden and Eldredge, Inc. 1946. 811 pp. Index (subject and author).

This book, although originally written in 1942, has a wealth of literature, written by some of the outstanding social scientists of the time.

This collection could give the student of multicultural education some important insights into the effects of the contacts of diverse peoples and cultures and the situations which arise out of the relationships between dominant and minority people.

The book is divided into five sections, each with an introduction which sets the tone for the selections.

Marrow, Alfred Jay. *Living Without Hate: Scientific Approaches to Human Relations*. New York: Harper, 1951. XII. 269 pp.

This book has not been available for review; however, it has been recommended as a good source for information and background reading in the area of human and intergroup relations.

Rose, Peter I. *Nation of Nations, The Ethnic Experience and the Racial Crisis*. New York: Random House, 1972.

This anthology of essays and articles, both fictional and non-fictional, by a variety of authors, offers a variety of views and positions on the problems of the racial and ethnic minorities.

Spindler, George D. *Education and Cultural Process, Toward an Anthropology of Education*. New York: Holt Rinehart and Winston, Inc., 1974. 561 pp. Section previews. Selected readings.

One of the outstanding texts on the theory and application of Anthropology to education.

The book is divided into 5 parts, each with its own theme. The preview to each section sets the tone and has a listing of selected reading. The readings are well chosen and cover the area well. This book should be considered a must.

Stone, James C., and Donald Denevi, eds. *Teaching Multicultural Populations: Five Heritages*. New York: Van Nostrand Rinehold & Co., 1971. 497 pp. Appendix of resources.

Essays by a number of well-known and not so well-known educators, sociologists and anthropologists. Essays are arranged by ethnic groups: Native American and Asian American. The essays cover the range from historical overview to present day societal and educational issues of the minority educational experience.

The most outstanding aspect of the book is the appendix of resources at the end of the book.

Walsh, Hohn E. *Intercultural Education in the Community of Man*. Honolulu: An East West Book: University of Hawaii Press, 1973. 225 pp.

An interesting essay on the need for man to have knowledge of more than one culture, his own and a world wide synthesis of cultures.

Woods, Clyde. *Culture Change*. Dubuque, Iowa: Wm. C. Brown, Co., 1975. 80 pp.

Although written in the stuffy style of the anthropologist, the first five chapters discuss the process of culture change (as an anthropologist sees it) and gives the reader some background in the understanding of the process and its effects.

Wright, Betty Atwell. *Education for Diversity*. New York: John Day Company, 1965.

Although chapters 1-3 offer nothing new, chapters 4-6 do give some interesting thoughts on aims and objectives.

Chapter 6 also gives a fairly good listing of resources and materials with very good annotations.

ERIC DOCUMENTS

In selecting documents from the ERIC files, the author has tried to include all of the important, and mostly current documents which meet the criteria set down in the introduction. Because of the volume of material, some documents may have been left out. However, the Gollnick bibliography is another source of information and will include many documents which I may have left out.

Banks, James A. *Multi-cultural Education: In Search of Definitions and Goals*. Syracuse, N.Y.: National Academy of Education, 1974. ERIC Accession Number: ED 100 792.

In this paper, Banks argues that there is more to the problem of education for minorities than a discussion of cultural diversity. He argues that multi-cultural or culturally pluralistic education is not enough — the problem of racism must be included in the curriculum.

Berry, J.W. *Psychological Aspects of Cultural Pluralism: Unity and Identity*. Honolulu: Far West Center, University of Hawaii, 1974. 8 p. ERIC Accession Number: ED 100 159.

Berry, discussing the problems in Canada, covers the problems associated with suppression of cultural and ethnic identity and its psychological aspects.

An interesting paper for the comparison of United States and Canadian problems.

Board of Education: City of Toronto. *The Bias of Culture: An Issue Paper On Multiculturalism*. Toronto, Canada, 1975. 52 pp. ERIC Accession Number: ED 123 147.

An interesting paper dealing with the problems of Canadian education. This paper, in addition to a description of programs available for immigrants in the city of Toronto, also discusses 10 issues in the relationship of schools with students of different ethnic backgrounds.

Some of the issues discussed may have similar impact in multi-ethnic classrooms in the United States.

Final Report of the Work Group on Multicultural Education. Toronto, Canada, 1976. ERIC Accession Number: ED 124 437.

The results of a three year study by the Toronto Board of Education is given. The report itself is not that important; however, the second section of the report, "Follow-up recommendations," has some interesting and stimulating ideas which may have application in the United States.

Gollnick, Nonna, and others. *Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected ERIC Documents.* Washington, D.C.: American Association of Colleges for Teacher Education, 1976. 179 pp. ERIC Accession Number: 120 103.

This is the most complete form of bibliography of ERIC materials. It is somewhat cumbersome to use in the microfiche form since it is strictly an alphabetical listing without sections, and includes both ethnic studies materials as well as multicultural materials.

Greeley, Andrew M. *The Rediscovery of Diversity.* Chicago, Ill: National Opinion Research Center, 1971. 35 pp. ERIC Accession Number: 068 602.

An interesting essay on white ethnic attitudes in America.

Herman, Judith, ed. *The Schools and Group Identity: Education for a New Pluralism.* New York: American Jewish Committee on Cultural Pluralism, 1974. 73 pp. ERIC Accession Number: ED 097 399.

Mostly rhetoric on the development of a philosophy for the need of ethnic studies. There is, however, an interesting review of ethnic studies programs and curriculum in the United States.

Sullivan, Allen P. *Issues in Assessing Multicultural Youth.* Paper given at the Conference on Competency Based Teacher Education, 1973. ERIC Accession Number: ED 115 621.

A very important discussion on the use of intelligence tests for minority students. The Dove Center Balance Intelligence Test is discussed in some detail.

JOURNAL ARTICLES

Although this section has not been annotated, an attempt has been made to screen the material included. In most cases, the annotations found in the Current Index to Journals in Education (New York: Macmillan Publishing Co., 1970-1976) has been used as a guide for the selections. (An explanation of the NIJE can be found at the end of the bibliography).

In order to aid the reader in finding the annotations in the CIJE, the EJ Accession Number has been included for some of the articles.

Cardenas, Rene Filmore, and Lily Wong. "Toward a Multicultural Society." *Today's Education*. Volume 62, Number 6, pp. 83-8; Sept. - Oct. 1973. EJ 083806.

Dolce, Carl J. "Multicultural Education: Some Issues." *Journal of Teacher Education*. Volume 24, Number 4, pp. 282-4; Winter, 1973. EJ 090 292.

D'Oyley, Vince. "Comments on Whether Multiculturalism Should Have an Impact on Testing and Counseling." *School Guidance Worker*. Volume 30, Number 4, pp. 9-13; April 1975.

Educational Leadership. "Toward Cultural Pluralism." *Educational Leadership*. A special issue on the subject. Volume 32, Number 3; December 1974.

Educational Leadership. "Multicultural Curriculum: Issues, Designs, Strategies." *Educational Leadership*. A special issue. Volume 33, Number 3; December 1975.

Ether, John A. "Cultural Pluralism and Self-Identity." *Educational Leadership*. Volume 27, Number 3, pp. 323-34. December 1969.

Freeman, Lawrence P. "The Potential Impacts of Cultural Neutrality on the Future of Education." *Journal of Teacher Education*. Volume 25, Number 2, pp. 131-7; Summer 1974. EJ 101 722.

Hidalgo, Hilda. "No One Model American: A Case in Point." *Journal of Teacher Education*. Volume 24, Number 4, pp. 294-301; Winter 1974.

Hogg, Thomas C. and Marlin McComb. "Cultural Pluralism: Its Implications for Education." *Educational Leadership*. Volume 27, Number 3, pp. 235-38; December 1969.

Kindrachuk, M.J. "Some Thoughts on Multiculturalism." *Education Canada*. Volume 15, Number 4, pp. 59-61; Winter 1975. EJ Accession Number: 137 327.

- Kirkwood, Kenneth. "Ethnic, Cultural and Racial Pluralism: Awareness, Education, and Policy." *Oxford Review of Education*. Volume 1, Number 2, pp. 107-16; 1975.
- LaFountaine, Mel. "Responsiveness and the Multicultural Society." *Education Canada*. Volume 15, Number 4, pp. 49-52; Winter 1975. EJ Accession Number: 137 325.
- Lopez, Thomas R. "Cultural Pluralism, Political Hoax? Educational Need?" *Journal of Teacher Education*. Volume 24, Number 4, pp. 277-81; Winter 1973.
- Melville, Doug. "Project M.O.S.A.I.C." (Multi-Cultural Observations of Students Attitudes in Canada). *History and Social Studies Teacher*. Volume 11, Number 2, pp. 11-4; Winter 1975. EJ Accession Number: EJ 135 157.
- McNeil, John and Luis Laosa. "Needs Assessment and Cultural Pluralism in Schools." *Educational Technology*. Volume 15, Number 12, pp. 25-7; 1975. EJ Accession Number: EJ 129 844.

TEACHER EDUCATION

The material in this section deals with either teacher education programs, or material for teacher in-service programs.

BOOKS

Gayles, Anne Richardson. *The Multi-cultural Approach to Designing an Effective Program of Professional Laboratory Experiences*. Orlando, Fla.: Southeast Regional Association of Teacher Educators, 1975. 19 pp. (This material can also be found in the ERIC documents. ED 115 602).

This paper describes the redesign of a laboratory pre-service teacher preparation program. The program prepares teachers to be better able to deal with students from a variety of ethnic backgrounds.

A good deal of the content of this paper, such as the 31 competencies identified as necessary for effective multicultural teaching, has been explored and discussed elsewhere; however, Gayles does give 34 characteristics of a multicultural professional lab which might be useful in designing in-service and pre-service programs.

Hunter, William A. *Multicultural Education Through Competency Based Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education, 1974. (Many of the papers found in this book can also be found in the ERIC documents.)

This book contains 16 essays by some outstanding educators and deals with training of teachers for cross-cultural situations through CBTE.

While there is a tendency to isolate the papers into ethnic groups and to generalize, the material is generally good.

There are some interesting historical sections and a good source of research ideas. Educators interested in training programs for teachers should find the book useful.

National Study of School Evaluation (Multi-cultural/Multiracial Project). *Evaluation Guidelines for Multicultural/Multiracial Education, Designed Primarily for Secondary Schools*. 1973. 56 pp.

This document, prepared in 1973, is a useful guide for the evaluation of schools looking toward multiculturalism.

Instructions are clear and useful. Although designed for use in Secondary schools, it can be used effectively for any grade level, with very few changes.

A must for new programs that are just getting started as well as old programs that may need changing.

ERIC DOCUMENTS

See also the bibliography cited in the ERIC documents section of Teacher Background Reading.

Banks, James A. *Cultural Pluralism: Implications for Curriculum Reform.*

A paper presented to the Conference on Pluralism in a Democratic Society. 1975. 33 pp. ERIC Accession Number: ED 109 270.

Banks, one of the outstanding authors in the field of Ethnic Studies/Multicultural Education, argues that neither the cultural pluralist nor assimilationists theory works.

This has implications for both curriculum change and teacher preparation.

In the paper, Banks gives one of the best descriptions of the two opposing theories that is available today.

Burger, Henry G. *Ethno-Pedagogy. A Manual in Cultural Sensitivity with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.* Albuquerque, N.M. Southwest Cooperative Educational Lab. 1968. ERIC Accession Number: ED 024 653.

A manual which presents some anthropological background and basic information to teachers. Its emphasis is first of all on changing socio-cultural relations between teacher and pupil and then on the curriculum changes necessary.

Chapters 1-25 are devoted to Educational Anthropological theory and are quite boring at times; however, there is some important information there, including some definitions which are important.

Chapters 25-31 contain the insights of the teacher into the problems of cross-cultural education in the southwest.

Gere, Ann R. *Multicultural Education: Perspective and Prospect.* Paper

presented to the Conference on English Education. Colorado Springs, 1975. ERIC Accession Number: 103 909

Discusses the need for multicultural ideas to be incorporated into all teacher subject areas, especially English.

Grant, Carl A. ed. *Sifting and Winnowing: An Exploration of the Relationship between Multicultural Education and CBTE*. Madison, Wisconsin: Teacher Corps Association, University of Wisconsin, 1975. 260 pp. ERIC Accession Number: ED 113 316.

17 articles written primarily by educators, involved in Competency Based Teacher Education programs in the United States. If you want theory and rhetoric about the marriage of these two concepts, this is for you.

Kachaturoff, Grace and Jane J. Stowski. *Model for Developing an In-service Teacher Workshop to Help Bilingual and Multicultural Students*. ERIC Accession Number: ED 120 183.

A model developed for public schools in Dearborn, Mich. It was designed to meet the needs of Arabic and European immigrants. However, the model may have application in other multilingual and multicultural situations.

Keach, Everett T. *The Problem and the Process: Intercultural Understanding*. Georgia University, 1972. 39 pp. ERIC Accession Number: ED 073 983.

A teaching module designed to be used with student teachers for the design of an intercultural curriculum.

The first part is concerned with the development of objectives and application of an intercultural curriculum. The second is a case study of a Hop' and a Japanese family.

An interesting approach to teacher preparation, although the material tends to lean toward international education.

Pacific College. *An Inservice Project in Multicultural Studies for Professional Staff, 1973-1976*. Fresno, CA. Pacific College, 1973. 27 pp. ERIC Accession Number: ED 115 642.

A proposal for an in-service program. Some interesting ideas in the college course description section.

Sikes, Melvin P. and Gerald L. Coe. *Report on Teaching in Multicultural/Multi-ethnic Schools*. 1974-75.

A report on the content and objectives of two courses, graduate and undergraduate, designed to prepare teacher education students for culturally different students.

MAGAZINE AND JOURNAL ARTICLES

In this section, as in the Magazine and Journal Articles section of Background Reading, CJIB Accession numbers will be given.

Apolloni, Tony and Thomas P. Cooke. "Human Development Education and Cultural Plurality: A Behavioral Science Perspective." *Education*. Volume 96, Number 1, pp. 101-04; Feb. 1975. EJ 130 526.

Bernier, Normand R. and Richard H. Davis. "Synergy: A Model for Implementing Multicultural Education." *Journal of Teacher Education*. Volume 24, Number 4, pp. 266-71; Winter 1973.

Gay, Geneva. "Teachers' Achievement Expectations of and Classroom Interactions with Ethnically Different Students." *Contemporary Education*. Volume XLVI, Number 3, pp. 166-72; Spring 1975.

Grove, Cornelius Lee. "Non-verbal Behavior, Cross-Cultural Contact, and the Urban Classroom Teacher." *Equal Opportunity Review*. February 1976.

Rodrigues, Raymond J. "Preparing English Teachers for Cultural Pluralism." *English Education*. Volume 6, Number 3, pp. 131-8; Feb./Mar. 1975. CJIE Accession Number: EJ 117 428.

Scarpail, Jean A. "Cultural Pluralism: An Emerging Force in Social Studies." *Social Studies*. Volume 66, Number 5, pp. 225-30; Sept./Oct. 1975. CJIE Accession Number: EJ 124 975.

Short, J. Rodney. "How to Teach in a Multicultural Classroom." *School Health Review*. Volume 5, Number 5, pp. 4-6; Sept./Oct. 1974.

Swick, Kevin J. and Patricia M. Harbour. "Multicultural, Multiracial Affective Learning: An In-service Application for Teachers and Parents." *Reading Improvement*. Volume 12, Number 4, pp. 225-27; Winter 1975.

Trujillo, Rupert A. "Multiculturalism." *Journal of Teacher Education*. Volume 26, Number 2, pp. 125-6; Summer 1975.

Wilson, Herbert B. "Quality Education in a Multicultural Classroom." *Childhood Education*. Volume 50, Number 3, pp. 153-6; Jan. 1974.

TEACHING METHODS AND MATERIALS

BOOKS

American Council on Education. *Literature for Human Understanding*. Washington, D.C.: American Council on Education, 1948.

"How to" book for teachers, good rationale for using "Famous Books" as discussion catalysts about such topics as, "Patterns of Family Life," "Cultural Diversity," and "Stereotypes."

This book analyzes the functions of "Famous Books" as catalysts and describes some experiments used by teachers.

The suggestions and experiments used give the teacher an excellent basis for a course integrating literature with multicultural concepts. Excellent for teachers who must teach concepts such as "Great Books."

Intergroup Education in Cooperating Schools. Hilda Taba, Director. American Council on Education. Washington, D.C. 1952.

A series of seven publications resulting from a project directed by Hilda Taba during the years 1945-1948.

Four of the publications are especially good since they focus on the use of materials in the classroom. These volumes, Reading Ladders for Human Relations, Literature for Human Understanding (reviewed in this bibliography), Curriculum in Intergroup Relations, Case Studies in Instruction for Secondary Schools, and Elementary Curriculum in Intergroup Relations are outstanding examples of using intergroup (aspects of multicultural/cross-cultural education) activities in classrooms.

Highly recommended, and useful, even though over 25 years old.

Banks, James A., and William W. Joyce. *Teaching Social Studies to Culturally Different Children*. Reading, Pa.: Addison-Wesley Publishing Co., 1971; Discussion questions and suggested readings at the end of each chapter. Bibliography. 396 pp.

This book, a series of articles and position papers, deals with the concept of "culturally different" students and the role of social studies in the educative process.

It deals with strategies which are designed to make social studies more relevant and exciting to the culturally different student.

Banks, James. *Teaching Strategies for Ethnic Studies.* Boston, MA: Allyn and Bacon, Inc., 1975. Questions, Annotated Bibliography at end of each chapter; appendices, films and filmstrip lists, periodical list, index. 502 pp.

This work is one of the most comprehensive books reviewed. Although its title seems to indicate that it is not, it is a truly multicultural text.

Its organization makes it an excellent source or reference book. Each chapter gives detailed information, and even chapters dealing with rationale are well organized and give facts and information rather than rhetoric.

Part II is organized in a manner that makes it an excellent guide for an exciting and relevant series of units.

Carlson, Ruth K. *Emerging Humanity: Multi-ethnic Literature for Children and Adolescents.* Dubuque, Iowa: Wm. C. Brown Co., 1972. Bib. divided by reading ability at the end of each chapter.

An excellent guide to multi-ethnic literature for teachers.

The book is divided into two parts: the first consisting of three chapters, giving the teacher a thorough understanding and rationale for using multi-ethnic materials, criteria for selection, examples of good and bad material, and some excellent ideas for teaching.

The second part focuses upon the literature of four ethnic groups: Blacks, American Indians, Mexican Americans, and Asian Americans.

Epstein, Charlotte. *Intergroup Relations for the Classroom Teacher.* Boston, Mass.: Houghton Mifflin Co., 1968. 214 pp.

A book which (like many in the late 1960's) deals with intergroup problems due to integration.

One of the most interesting sections is the opening section which deals with 16 anecdotes concerning stereotyping and discrimination.

Part IV is also useful since it gives a variety of suggestions based upon a particular textbook in a number of school subjects. One drawback may be that the materials are somewhat dated.

Grambs, Jean Dresden. *Intergroup Education: Methods and Materials.* Englewood Cliffs, N.J.: Prentice-Hall, 1968. Bib. 199 pp.

A description of methods of using intergroup techniques. It also covers how to and with whom to use the material.

One half of the book is an annotated bibliography subdivided into special

areas. This makes it easy for the teacher to locate appropriate materials. Material may be somewhat dated.

Moquin, Wayne, Ed. *Makers of America*. New York: Encyclopedia Britannica Education Corp., 1971.

A ten volume set of writings, documents, speeches, etc., which dramatically illustrates the ethnic diversity of America.

The material is presented in a chronological manner, covering more than four centuries of American History.

This is an excellent source of material, the organization makes it an excellent supplemental text for any high school history courses.

Tanyzer, Harold and Jean Karl. *Reading, Children's Books, and Our Pluralistic Society*. Newark, Delaware International Reading Association, 1972.

A collection of presentations given at the 16th Perspective Conference of IRA.

The book is short and easy to read, and gives a good indication of the complexity of the problem of literature which is relevant and truthful for non-white students.

The presentations range from mild opposition to specific ethnic literature for use with non-white students to an angry denunciation of the literature available for non-white students.

Van Til, William, et al. *Democracy Demands It: A Resource Unit for Intercultural Education in the High School*. New York: Harper and Brothers, 1950. Suggested reading material.

This book gives ideas and suggestions for possible units and how to get started in intercultural education.

While some aspects of the book are useful for developing new ideas, it has a number of generalizations and statements that may convey stereotypes which should be thoroughly discussed before using the book.

Vickery, William E. and Stewart G. Cole. *Intercultural Education in American Schools (Proposed Objectives and Methods)*. New York: Harper and Brothers Publishing Co., 1943.

This book, the first in a series (a second book by Van Til has been reviewed) sets down a rationale and set of proposed objectives for intercultural education. Three chapters deal specifically with setting up the program and are quite useful. The final chapter, also quite good, deals with definition of some key concepts.

The reader is again cautioned that there are some stereotyped statements in this book that need to be discussed.

Weisberger, Bernard. *The American People*. New York American: Heritage Publishing Co., 1971. Many illus. 396 pp.

Although this book has a well written text, the most striking aspect of it is the outstanding collection of pictures. There are over 350 illustrations showing almost every aspect of the cultural plurality of America.

Wright, Kathleen and others. *The Other Americans, Minorities in American History*. Greenwich, Conn.; Index, Bib. 256 pp.

A book which deals, historically, in chronological order with American Indians, Blacks, American Orientals, Spanish Speaking Americans and Jews. It was designed as a reference source on these groups to be used as a supplement to any American History text.

ERIC DOCUMENTS

Earhart, Connie. *Multi-Ethnic Approaches to Teaching*. 1975. 22 pp. ERIC Accession Number: ED 115 612

One of the best curriculum outlines available. Easy to use and the suggestions are practical.

Board of Education: City of New York. *Teaching About Minorities in Classroom Situations: Resource Bulletin for Teaching in Secondary Schools*. Brooklyn: Board of Education, City of New York, 1968. ERIC Accession Number: ED 023 691.

A little old — may not be available, but very useful ideas on how to deal with some specific problems. Some very good activities and a fair bibliography.

Caddo, Parish S.B. *Multi-Ethnic Contributions to American History: A Supplementary Booklet*. Shreveport, L.A.: Caddo Parish School Board. 57 pp. ERIC Accession Number: ED 115 646.

Supplemental material for use in American History courses. The material is in outline form and lists a number of personalities from various ethnic groups.

Although somewhat limited, the personalities are mostly male and few non-white ethnic groups (with the exception of Black Americans) are represented. It could be a good source for some material.

Multi-Ethnic Contribution to American History: A Supplementary Booklet: Grades K-3. Shreveport, L.A.: Caddo Parish School Board. 40 pp. ERIC Accession Number: ED 115 647.

Similar to the above supplement.

Feeley, Dorothy. *Learning to Live in Today's World, Ethnic Groups in Our World Today, Everybody is Somebody*. Stoneham, Mass: Stoneham Public Schools. 18 pp. ERIC Accession Number: ED 053 009 011.

Three units for grades 1, 2 and 3. Designed to give primary students a better understanding and appreciation of a multicultural world.

This work is included only because the outline used to develop the material is good. The material itself is too general and too filled with stereotypes to be useful.

Johnson, Viola, et al. *Multi-Ethnic Micro Units*. Minneapolis: Minneapolis Public Schools. 1969, 108 pp. ERIC Accession Number: ED 075 305.

Although this unit deals primarily with Native Americans and Asian Americans, the concepts and outlines are useful.

Lee, Simi, ed. *Multicultural Curriculum Materials: A Resource for Teachers. Phase I, English and Social Studies*. San Mateo Union High School Dist: 1972. 342 pp. ERIC Accession Number: ED 081 871.

This material is designed primarily for white students and is aimed at recognition of attitudes which cause conflicts between groups, and hopefully to change those attitudes.

This material should be carefully used and reviewed. Because there is an assumption that all white students have negative attitudes toward non-white groups, problems could be created that do not exist.

National Educational Association. *Roots of America: A Multi-Ethnic Curriculum Resource Guide. Grades 7, 8, 9, Social Studies*. Washington, D.C.: NEA, 1975. 174 pp. ERIC Accession Number: ED 115 639

A source of resource units which cover Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, Polish Americans, and Puerto Rican Americans.

The resource has a guide for its use, and a very complete bibliography with annotations.

Nebraska State Department of Education. *Annotated Bibliography of Multi-Cultural Materials*. Lincoln, Neb: 1975. ERIC Accession Number: ED 103 513.

Excellent bibliography of materials, which range from books of stories for children to research materials for adults.

JOURNAL ARTICLES

- Bernier, Normand. "Multicultural Education: Its Effective Management." *American Association of Colleges for Teacher Education Yearbook*. 1974. 77-90.
- Fruehling, Philip I. "Multicultural Education as Social Exchange." *Phi Delta Kappan*. Volume 58, Number 5, January 1977. pp. 401-2.
- Guback, Thomas. "Film and Cultural Pluralism." *Journal of Aesthetic Education*. Volume 5, Number 3, pp. 35-51. April 1971.
- Katy, J. "Multicultural Curricula." *Education Canada*. Volume 14, pp. 43-7. Spring 1974.
- Miller, L.P. "Instructional Media for an Open Society." *Association for Supervision and Curriculum Development Yearbook*. Volume 6, pp. 65-76. 1974.
- Perry, J. "Notes toward a Multicultural Curriculum." *English Journal*. Volume 64, Number 4, 1975. pp. 8-9.

BIOCOGNITIVE INSTRUMENTS

FIELD-SENSITIVE TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name _____ Grade _____ School _____ Date _____

Teaching Situation _____ Observer's Name _____

Teacher's intended teaching style (if applicable) _____

FIELD-SENSITIVE TEACHING BEHAVIORS	FREQUENCY				
	Not True	Seldom True	Some- times True	Often True	Almost Always True
PERSONAL BEHAVIORS					
1. Displays physical and verbal expressions of approval and warmth.					
2. Uses personalized rewards which strengthen the relationship with students.					
INSTRUCTIONAL BEHAVIORS					
1. Expresses confidence in child's ability to succeed.					
2. Gives guidance to students: makes purpose and main principles of lesson obvious to student.					
3. Encourages learning through modeling: asks children to imitate.					
4. Encourages cooperation and development of group feeling.					
5. Holds internal class discussions relating concepts to student's experiences.					
CURRICULUM RELATED BEHAVIORS					
1. Emphasizes global aspects of concepts; clearly explains performance objectives.					
2. Personalizes curriculum.					
3. Humanizes curriculum.					
4. Uses teaching materials to elicit expressions of feelings from students.					

Taken from: Cultural Democracy, Bicognitive Development, and Education. Manuel Ramirez, III and Alfredo Castaneda, 1974.

CHILD RATING FORM FIELD-SENSITIVE OBSERVABLE BEHAVIORS

Child's Name _____

Grade _____

Date _____

Observer's Name _____

FIELD-SENSITIVE OBSERVABLE BEHAVIORS:

Mark 1 to 5 for ratings:

- | | |
|-------------------|-----------------------|
| 1. Not True | 4. Often True |
| 2. Seldom True | 5. Almost Always True |
| 3. Sometimes True | |

RELATIONSHIP TO PEERS:

1. Likes to work with others to achieve a common goal _____
2. Likes to assist others _____
3. Is sensitive to feelings and opinions of others _____

PERSONAL RELATIONSHIP TO TEACHER:

1. Openly expresses positive feelings for teacher _____
2. Asks questions about teacher's tastes and personal experiences; seeks to become like teacher _____

INSTRUCTIONAL RELATIONSHIP TO TEACHER:

1. Seeks guidance and demonstration from teacher _____
2. Seeks rewards which strengthen relationship with teacher _____
3. Is highly motivated when working individually with teacher _____

CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING:

1. Performance objective and global aspects of curriculum are carefully explained _____
2. Concepts are presented in humanized or story format _____
3. Concepts are related to personal interests and experiences of children _____

NOTE: Chart taken from *Cultural Democracy, Bicognitive Development and Education*, by Manuel Ramirez, III and Alfredo Castaneda.

CHILD RATING FORM FIELD-INDEPENDENT OBSERVABLE BEHAVIORS

Child's Name _____

Grade _____

Date _____

Observer's Name _____

FIELD-INDEPENDENT OBSERVABLE BEHAVIORS:

Mark 1 to 5 for ratings:

- | | |
|-------------------|-----------------------|
| 1. Not True | 4. Often True |
| 2. Seldom True | 5. Almost Always True |
| 3. Sometimes True | |

RELATIONSHIP TO PEERS:

1. Prefers to work independently _____
2. Likes to compete and gain individual recognition _____
3. Task oriented; is inattentive to social environment when working _____

PERSONAL RELATIONSHIP TO TEACHER:

1. Rarely seeks physical contact with teacher _____
2. Formal: interactions with teacher are restricted to tasks at hand _____

INSTRUCTIONAL RELATIONSHIP TO TEACHER:

1. Likes to try new tasks without teacher's help _____
2. Impatient to begin tasks; likes to finish first _____
3. Seeks nonsocial rewards _____

CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING:

1. Details of concepts are emphasized; parts have meaning of their own _____
2. Deals well with math and science concepts _____
3. Based on discovery approach _____

NOTE: Chart taken from Cultural Democracy, Bicognitive Development and Education, by Manuel Ramirez, III and Alfredo Castaneda.

FIELD-INDEPENDENT TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name _____ Grade _____ School _____ Date _____
 Teaching Situation _____ Observer's Name _____
 Teacher's intended teaching style (if applicable) _____

FIELD-INDEPENDENT TEACHING BEHAVIORS	FREQUENCY				
	Not True	Seldom	Some- times	Often	Almost Always True
PERSONAL BEHAVIORS					
1. Maintains formal relationships with students.					
2. Centers attention on instructional objectives: gives social atmosphere secondary importance					
INSTRUCTIONAL BEHAVIORS					
1. Encourages independent student achievement.					
2. Encourages competition between students.					
3. Adopts a consultant role.					
4. Encourages trial and error learning.					
5. Encourages task orientation.					
CURRICULUM RELATED BEHAVIORS					
1. Focuses on details of curriculum materials.					
2. Focuses on facts and principles; encourages using novel approaches to problem solving.					
3. Relies on graphs, charts and formulas.					
4. Emphasizes inductive learning and discovery approach.					

Taken from: Cultural Democracy, Bicognitive Development, and Education, Manuel Ramirez, III and Alfredo Castaneda, 1974.